

New Internationalist

The people, the ideas, the action in the fight for global justice

PANGOLINS

(WHAT ARE THEY????????.....)

**NEW INTERNATIONALIST EASIER ENGLISH
INTERMEDIATE READY LESSON**

This lesson:

Warmer: write questions about pangolins

Vocabulary: about pangolins

Reading: scan to answer your own questions

Dictation: improve your accuracy

Grammar: work on question formation

Listening: watch a video and answer questions

Grammar / speaking: language of necessity

Writing: make a poster using all the language in the lesson

Write some questions about this animal, eg. where does it live?



scales

Vocabulary

endangered

species

in captivity

conservation

rangers

to breed

to poach

to hunt

to patrol

Scan to try to answer your questions:

The pangolin has scales, and is very slow, but everyone loves it. It is a type of anteater from Cambodia. When people talk about endangered animals, they don't usually talk about the pangolin. But sometimes they talk about it in stories about the illegal selling of wildlife in southeast Asia. About 10,000 pangolins are sold illegally every year.

There is not a lot of information about the pangolin. It is a secretive mammal. And it suddenly becomes a tight ball when there is danger. People usually talk about the Sumatran tiger or the orang-utan, two more famous endangered species in southeast Asia.

I found out about Conservation International's work in the Cardamom Mountains in Cambodia. This is one of the last small areas of totally natural wild land in Asia. The pangolin is the perfect animal to make people think about the need for conservation. It's important to protect the natural area and get the local community involved. Pangolins don't breed (have babies) well when they are kept in captivity. The only chance for them to survive is in the wild.

How can we protect pangolins?
The teacher will dictate the next
part of the text



Now check on this slide and the next:

In the Cardamom Mountains, they showed how important it is to involve the local community. Governments and international wildlife organisations can introduce many laws and regulations to stop the illegal wildlife trade. But this will not help if the local people do not agree to protect the animals.

I saw some hope in a quiet part of the forest. It was a mixed group of people: farmers, rangers, even people who used to hunt pangolins, all came together to make an agreement.

Villagers agreed to protect the pangolin and to help stop the hunting for one year. In return, the conservationists agreed to help them with agriculture. When I asked the rangers why they ask for help from people who used to hunt, the answer was simple: 'Because they know the forest so well.'

Making these community agreements shows how important it is to feel responsible. If a person owns something or has the responsibility of looking after something important, they will probably not destroy it or let other people destroy it. It also gives local people the chance to take responsibility for the cause and also the solution.

Check the gaps:

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I saw **some** hope in a **quiet** part of the **forest**. It was a mixed **group** of people: farmers, **rangers**, even people who **used** to hunt pangolins, all came **together** to make an **agreement**.

Villagers agreed to **protect** the pangolin and to **help** stop the hunting for **one** year. In **return**, the conservationists **agreed** to help them with **agriculture**. When I **asked** the rangers **why** they ask for help **from** people who used to **hunt**, the answer was **simple**: 'Because they **know** the forest **so** well.'

Making **these** community agreements **shows** how important **it** is to feel **responsible**. If a person **owns** something or **has** the responsibility of **looking** after something **important**, they will **probably** not destroy it **or** let **other** people destroy it. **It** also **gives** local people **the** chance to take **responsibility** for the **cause** and also the **solution**.

Create (and try to answer) these questions:

- 1) **Why / people / kill pangolins?**
- 2) **Why / difficult / keep pangolins / captivity?**
- 3) **How / protect pangolins?**

Now watch the video (0 – 5mins)
to find the answers:

<http://www.aljazeera.com/programmes/earthrise/2013/10/pangolin-rangers-20131012104228504454.html>



Grammar / speaking: what can we do?

We should

help...

We really must

protect...

support...

educate...

It's important to

learn...

It's vital to

look after...

stop...

Make a poster!

Use as much of today's **vocabulary** and **grammar** and **questions** on your poster – and make people think about protecting endangered animals!

Create (and try to answer) these questions:

- 1) Why / people / kill pangolins?
- 2) Why / difficult / keep pangolins / captivity?
- 3) How / protect pangolins?

Vocabulary

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Homework



Read these:

1/ Easier English text:

http://eewiki.newint.org/index.php/Conservation_and_Cambodia%27s_ant eater

2/ Original article:

<http://newint.org/blog/2014/04/02/cambodia-anteater-conservation/>

3/ Other Easier English articles about animals:

<http://eewiki.newint.org/index.php/Category:Animals>

